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IDENTIFICATION OF STRATEGIES FOR PENETRATING THE 19-TO-23-YEAR---ETC(U)

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IDENTIFICATION OF STRATEGIES FOR PENETRATING  
THE 19-TO-23-YEAR-OLD RECRUITING MARKET

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**IDENTIFICATION OF STRATEGIES FOR PENETRATING THE  
19-TO-23-YEAR-OLD RECRUITING MARKET**

Alan P. Romanczuk  
Barry E. Goodstadt  
Charles L. Colby

Westat, Inc.  
Rockville, Maryland 20850

Kathleen Fernandes  
Navy Personnel Research and Development Center

Reviewed by  
Edwin G. Aiken

Released by  
James F. Kelly, Jr.

Navy Personnel Research and Development Center  
San Diego, California 92152

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)  Nine marketing strategies were evaluated for their potential effectiveness in attracting and enlisting a target population of 19-to-23-year old, unmarried, nonprior-service males with high school diplomas. The evaluation was based on information obtained from in-depth interviews with recruiters, members of the target population, and personnel from a variety of civilian and military agencies. The two marketing strategies identified as having the greatest potential were peer networking through expanded use of the Navy's Recruiting Assistance Program and direct mail marketing focusing on the		

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needs and interests of target group members. These strategies should be tested and evaluated to determine their effectiveness in attracting somewhat older prospects and enlisting them in the Navy. ✕

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## FOREWORD

This research was conducted under contract N00123-79-C-1511 with Westat, Inc. within engineering development subproject Z1252-PN.01 (revised recruiting systems). It was sponsored by the Chief of Naval Operations Counter Attrition Task Force. The objective of this effort was to identify promising marketing strategies for recruiting a target population of 19-to-23-year-old, unmarried, nonprior-service, high school graduate males. Subsequent reports will describe the field test and evaluation of the strategies.

The contract officer's technical representative was Robert A. Lakota.

JAMES F. KELLY, JR.  
Commanding Officer

JAMES J. REGAN  
Technical Director



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## SUMMARY

### Problem

The Navy recruiting environment in the 1980s is one in which the supply of 17- and 18-year olds is steadily declining. One way to expand the supply of recruits is to direct recruiting efforts at an older market consisting of 19-to-23-year-olds. To take advantage of this source of manpower, recruiting techniques effective in enlisting this segment of the population in the Navy need to be explored.

### Objective

The objective of this effort was to identify promising marketing strategies for recruiting a target population of 19-to-23-year-old, unmarried, nonprior-service males who have received high school diplomas. This effort was part of a larger study to develop and field test two marketing strategies to attract and enlist somewhat older prospects in the Navy.

### Approach

The following marketing strategies were evaluated: Referrals from Comprehensive Employment and Training Act (CETA) and U.S. Employment Service programs, corporations, junior colleges, vocational schools, union apprentice programs, and Job Corps centers; expanded use of mailing lists; modifications to local advertising procedures; and a peer networking technique based on the Navy's Recruiting Assistance Program (RAP).

The approach used to explore these strategies included in-depth interviews with recruiters, members of the target population (focus groups), and personnel from a variety of civilian and military agencies. Activities focused on NRDs San Francisco and Seattle, where the strategies considered to be most promising would be field tested.

### Results

1. Focus group results indicated that members of the target population rely heavily upon contacts with peers as a means of finding and obtaining work. Recruiters felt that referrals made by RAP participants were a valuable means of developing contacts with prospects and that older participants could be as effective as younger ones in generating contacts. These results suggested that RAP could form the basis of a peer networking strategy for recruiting a somewhat older audience.

2. Both the focus group and recruiter interviews indicated that target group members have a strong interest in motor vehicles of all sorts. Examination of a variety of vehicle-oriented magazines revealed that several have a high proportion of readers in the 19-23-year range and their subscriber lists could be used in a direct mail effort.

3. The local advertising programs at the two NRDs were focused on producing telephone leads through the use of want ads in daily newspapers. Developing a local advertising strategy would be difficult because of variability in lead follow-up effectiveness between NRDs and problems in maintaining experimental control.

4. Contacts with CETA and Employment Service officials indicated that many participants in these programs are either unqualified for military service or are predisposed to civilian rather than military jobs. Cooperative arrangements would have to be worked out at the local level; however, previous experience with such arrangements

has produced few enlistments. Obtaining referrals through the Job Corps was not promising for many of the same reasons.

5. Recruiters felt that community colleges, vocational schools, and trade unions consider the Navy as competition; thus, referrals from these sources would be difficult to develop as reliable contact sources. The development of a corporate referral strategy would be difficult given the considerable effort required of command-level recruiting personnel.

### Conclusion

1. Two marketing strategies have the greatest potential for attracting and recruiting target group members and are capable of being tested: peer networking by expanding RAP and direct mail marketing by using specialized mailing lists and materials directed towards the 19-to-23-year-old market.

2. Referrals from CETA and Employment Service programs, junior colleges, vocational schools, union apprentice programs, and the Job Corps are rejected as less promising strategies.

3. Modifications to local advertising programs and corporate referrals are not feasible for field testing.

### Recommendations

The peer networking and direct mail marketing strategies should be tested and evaluated to determine their effectiveness in attracting and enlisting somewhat older prospects in the Navy.



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## INTRODUCTION

### Problem

In today's Navy recruiting environment, the pool of high-school age youth is beginning to decline. At the same time, the Navy is facing increased manpower demands under the plan to expand the fleet from 450 to 600 ships. One response to this combination of declining youth supply and increasing personnel demand is to direct recruiting efforts at an older market of 19-to-23-year-olds. Given the potential importance of this older market for Navy recruiting, techniques that target this segment of the population need to be explored.

### Objective

The objective of this effort was to identify promising marketing strategies for recruiting a target population of 19-to-23-year-old, unmarried, nonprior-service males who have received high school diplomas. This effort was part of a larger study to develop and field test two marketing strategies to attract and enlist somewhat older prospects in the Navy. The study focused on accessions who are acquired through the standard recruitment process and are trained by the Navy in a specific skill area, in contrast to lateral entry accessions who already possess technical skills and enter the Navy as petty officers.

## APPROACH

### Strategies Examined

Initially, four marketing strategies were examined because they seemed to have promise for reaching and appealing to an older working population of male high school graduates. These strategies were:

1. Referrals from Comprehensive Employment and Training Act (CETA) prime sponsors.
2. Referrals from U.S. Employment Service offices.
3. Mailing lists from organizations that appeal to target group members.
4. Modifications to local advertising programs operated by Naval Recruiting Districts (NRDs).

As information regarding the recruiting environment and target population was obtained during the course of the research, five other strategies were added to those being evaluated. These strategies were:

1. Peer networking, based on the Navy's ongoing Recruiting Assistance Program (RAP).
2. Referrals from junior colleges and vocational schools.
3. Referrals from union apprentice programs.

4. Referrals from corporations.
5. Referrals from Job Corps centers.

#### Research Activities

The research activities undertaken to explore potentially promising marketing strategies, which included in-depth interviews with recruiters, focus group interviews with members of the target population, and discussions with personnel from a variety of civilian and military agencies, are discussed in the following paragraphs. Because the strategies selected for implementation would be field tested in NRDs San Francisco, California, and Seattle, Washington, research activities focused on these two recruiting districts.

#### CETA/Employment Service

In February 1980, meetings were held with federal CETA and Employment Service representatives to discuss coordinating these programs with activities of Navy recruiters. In March 1980, meetings were held at regional and local Employment Service offices in San Francisco and Seattle, and at state CETA and Employment Service offices in Sacramento, California, and Olympia, Washington, to review the possibility of cooperation between local programs and recruiting efforts.

#### Literature Review

A computerized search of literature concerning civilian and military recruitment issues was conducted. Most of the studies were unrelated to the basic issues of the current effort or were too old to be useful, particularly those that predated the all-volunteer force.

#### Review of Current Recruiting Activities and Programs

Staff members of the Navy Recruiting Command (CRUITCOM) were interviewed in February and March 1980 to obtain information on current Navy recruiting activities and input for developing alternative strategies. Discussions focused on (1) the availability of data for sampling purposes and for evaluating the marketing strategies being examined and (2) advertising operations at the district level, including authority and budget review for advertising, monitoring of expenditures and advertising content, follow-up of local advertising leads, and data systems. Information was gathered on minority marketing strategies, including the Hispanic Recruiting Demonstration Project, and on potential problems in collecting evaluation data on such strategies. In addition, information was obtained on direct mail marketing being conducted by CRUITCOM. Additional discussions were held in April and May 1980 to review current operations of RAP and explore ways in which the program might form the basis of an experimental marketing strategy.

Information was also gathered on the Recruiting Resource Allocation Study being conducted by the Wharton Applied Research Center and on those programs sponsored by the Office of the Secretary of Defense considered to be relevant to the development of marketing strategies. The Recruiting Resource Allocation Study was investigating the effects of covarying recruiter and recruiting advertising resources on obtaining quality accessions.

### Examination of Mailing Lists

A number of institutions that deal with the target population was contacted regarding their willingness to supply lists of names and addresses for Navy recruiting. These institutions were the National 4-H Council, the Young Men's Christian Association (YMCA), the American Association of Community and Junior Colleges, and several publishers of motorcycle, auto, and van magazines. In addition, demographic information on the readers of approximately 50 car and motorcycle publications was gathered to identify those with the highest proportion of readers in the target population.

### Contacts with Field Test Sites

The commanding officers, enlisted programs officers, and public affairs officers in Navy Recruiting Area Eight and NRDs San Francisco and Seattle were briefed in March and May 1980 on the plan to identify and test two strategies for recruiting in a somewhat older market. Records and data bases maintained by the NRDs were identified during these meetings and preliminary information relevant to developing new marketing strategies was derived. Also, arrangements were made during these meetings to interview recruiters and RAP personnel in the two NRDs.

### Recruiter and RAP Participant Interviews

Interviews were conducted in April 1980 with 30 zone supervisors, recruiters in charge, and recruiter canvassers in NRDs San Francisco and Seattle. In addition, the enlisted programs officer at each NRD was interviewed. Topics covered were (1) recruiter/supervisor activities, (2) types of prospecting used, (3) specific strategies that might have been used previously, including referrals from CETA/Employment Service programs, corporations, junior colleges, vocational schools, union apprentice programs, and community organizations, and (4) types of marketing strategies that might be of value for attracting the 19-to-23-year-old population. The guides used in the interviews are shown in Appendix A. The respondents also provided information on the relative merits of various recruiting techniques, including "cold calling," use of mailing lists, local advertising, and personally-developed contacts.

A second set of interviews was conducted in June and July 1980 with all the RAP personnel and their supervisors then assigned to NRDs San Francisco, Seattle, and Washington, DC. Those interviewed included four recruiters in San Francisco, two in Seattle, two in Washington, DC, and an equal number of RAP personnel at each location (minus one in Washington, DC because the participant did not show up for the interview). The purpose of the interviews was to learn how the program operates in the field (over and above COMNAVCRUITCOM Instruction 1300.1 on RAP) and determine what a recruiter training program dealing with RAP would need to cover. Topics covered in the interviews included RAP nomination criteria, the nomination process, orientation of RAP personnel, and effective utilization. Guides used in the interviews are included in Appendix A.

### Focus Group Interviews

Focus groups are used in marketing and advertising research to identify how members of a particular target population view a topic or problem. A focus group session, which usually contains 10 to 12 individuals representative of the population of interest, is led by a moderator who asks a series of open-ended questions designed to stimulate discussion.

In the current effort, focus groups were used to determine how a somewhat older market is affected by current recruiting practices and appeals.

Focus Group I. Four sessions, two in San Francisco and two in Seattle, were held in March 1980 with 36 civilians having the characteristics of the target population (i.e., 19-to-23-year-old, unmarried males with high school diplomas, of various racial/ethnic backgrounds, who were in, or trying to enter, the labor force). All sessions, which were conducted by contractor personnel at professional focus group facilities, were videotaped, audiotaped, and transcribed. Topics covered were job-seeking behavior, life style, leisure activities, media preferences, and job attitudes. Also, participants were shown examples of advertisements currently being used by the Navy and asked to give their opinion about them. Examples included both open and blind copy (i.e., copy that does or does not identify the employer as the military). Materials used in these interviews are included in Appendix B.

Focus Group II. Four additional focus group sessions, again two in San Francisco and two in Seattle, were held in June 1980 with 36 civilians having the characteristics of the target population. As with the first set, groups were conducted by contractor personnel at focus group facilities, and all sessions were videotaped, audiotaped, and transcribed. One purpose of the second set of interviews was to confirm the data from the first set of interviews. Topics covered in these group sessions, which partially overlapped those covered in the first set of interviews, included work and leisure behavior and attitudes, job-seeking behavior, and attitudes toward the Navy (specifically and in relation to other services) and toward Navy personnel.

A second purpose of these interviews was to copy test six letters for use in direct mail marketing. Three of the letters (Nos. 1, 2, and 5) came from Navy sources--a Navy "sailgram" used in direct mail from CRUITCOM, and portions of Navy brochures changed into letter format. The other three (Nos. 3, 4, and 6) were developed from data derived from the previous focus group sessions. Participants rated each letter on 10 dimensions (e.g., convincing, easy to read) on a 7-point scale. After rating each letter, participants were asked to indicate the number of the letter they thought would most make them "want to find out more about the Navy" and then to discuss the strengths and weaknesses of each letter.

Materials used in the interviews are included in Appendix B; a summary of letter content appears in Table I.

### Job Corps

A number of individuals were contacted in June 1980 regarding the possibility that the Navy had signed an agreement with the Job Corps (Department of Labor) to carry out training or recruiting activities. A history of the Navy's relationship with the Job Corps was developed from these discussions.

Table 1

## Summary of Test Letters Developed for Direct Mail Recruiting Strategy

Letter <sup>a</sup>	Content
1	Focus on person's talent being wasted, can't get ahead. Learn and use skills in Navy. Earn good salary, move up and get responsibility. Travel and vacation.
2	It's more than a job. Spells adventure. Training available in many fields. Discusses educational benefits for post-enlistment period. Tells of benefits, travel, good salary, vacation.
3	Invest a few years to get control of your life. Stresses Navy as a "school" to get training and experience needed for good jobs on the outside, a school that pays you. Cites benefits. Links names of big companies who make equipment for Navy to jobs in civilian world. Mentions security, friendly peers, and helpful leaders.
4	Motorcycle-oriented. Spells out what adventure means, and links to fact that you might be able to take your bike on a long cruise. Mentions working hard for an honest wage, having co-workers similar to oneself, and helpful leaders.
5	Starts with Navy life being not just a job but an adventure. Narrative interspersed with reference to Navy tradition and the Navy of sailing ship days. Talks of the challenge, hard work, and opportunities. Says the Navy wants the best, but at the same time emphasizes equal opportunity. Makes it seem like an attainment to join, since everyone is not accepted.
6	Paints a darker picture than the rest. Talks of Iran, Afghanistan, etc., and how the U.S. is experiencing rough times. Speaks of ships sitting unmanned in ports, but of not being willing to lower standards just to reach proper manning levels. Talks of need to shoulder burden, learn skills, and take pride in hard work. Puts burden on the reader to do something about national defense.

<sup>a</sup>Letters 1, 2, and 5 were derived from Navy sources; letters 3, 4, and 6 were developed from data derived from the focus group sessions.

## RESULTS AND DISCUSSION

The marketing strategies were evaluated for their potential effectiveness in attracting and enlisting a somewhat older target population and their feasibility for implementation, both in the general recruiting environment and within the field test limitations of a research and development (R&D) experiment. The two strategies considered most promising for test and evaluation--peer networking through RAP and direct mail marketing--are described first, followed by those considered to be less promising.

### Peer Networking Through RAP

The Navy operates several recruiting programs in which enlisted personnel and officers are temporarily assigned to assist recruiters. Two such programs are RAP and the Hometown Area Recruiting Program (HARP). In RAP, prior to their first assignment, "A" school and apprentice training graduates are returned to their hometowns to assist local recruiters for 30 days. Per diem and travel costs associated with RAP duty are paid by CRUITCOM. In HARP, enlisted personnel are sent from their duty stations or fleet units to their hometown recruiting stations for 10 to 15 days of duty. Personnel must volunteer for HARP and participate on no-cost orders, usually in conjunction with a period of leave. Both RAP and HARP use peer networking techniques in that program participants contact their contemporaries and provide prospects for their recruiters to develop into accessions.

Recruiters nominate individuals for RAP duty at the time of enlistment. RAP participants must be no more than 21 years of age; be in mental categories I, II, or the upper half of III; have lived in the town for which RAP duty is requested for at least 2 years prior to entering the Navy; and have graduated from a local high school. RAP assignments are made in accordance with district recruiting goals. The number of RAP personnel assigned to the NRDs and to individual recruiting stations is limited by the criticality of the individual's rating, the demands of the fleet, and the budget allocated to the NRDs for RAP personnel.

Information obtained through the interviews with recruiters indicated that referrals made by RAP and HARP personnel are a valuable means of developing contacts with prospects and that many recruiters would like to have greater access to RAP personnel to aid their prospecting activities. Most of the recruiters interviewed believed that older personnel could be as effective as younger personnel if they still have good contacts in the area. In fact, older personnel may be more useful because of their potential for bringing in both older and younger prospects (in contrast to younger personnel who bring in only young prospects). However, older RAP personnel may be less useful in rural areas where people tend to marry and settle down earlier.

Command personnel at the field test sites supported the idea of using somewhat older RAP participants for peer networking. Discussions with CRUITCOM personnel indicated that they were willing to raise the program age limit during a test of a peer networking strategy. In addition, command personnel at NRD San Francisco recommended that the possibility of using enlisted personnel from the fleet (i.e., fleet-input) as RAP participants be explored. Fleet-input RAP participants should be credible sources of information on Navy experiences for their peers and should help to develop more accurate and realistic expectations of what life in the Navy is like.

The interviews with recruiters indicated that they have RAP personnel carry out a variety of activities, some of which are more effective than are others. Most recruiters reported that they use RAP personnel to generate prospects by having them talk to friends and acquaintances about the Navy. However, some recruiters assigned RAP personnel to telephone duty and clerical tasks at the recruiting station. Both the recruiter and RAP interviews suggested that participants may not be sufficiently oriented or managed in their duties. Recruiters indicated that, although they had received information on RAP, they had not been trained in how to select nominees or use them effectively. Although recruiters identified a variety of desirable characteristics in a RAP participant, they stated that individuals with these characteristics were not always successful when they returned to the recruiting station on RAP duty. Supervision was also

a concern of RAP participants, who stated that they frequently did not understand what they were to do until the third week of their duty.

The focus group interviews with members of the target audience indicated the importance of peers in job search activities. Target group members stated that they felt more comfortable in using friends and acquaintances to help them find and obtain work because there was less chance of failure than when applying for a job directly to a potential employer. When asked about their perception of the Navy, target group members stated that they got most of their information from friends who are, or have been, in the Navy. Recruiters confirmed the importance of peers, indicating that referrals from recent accessions were a valuable source of contacts for prospecting. Because members of the target population appear to rely on friends and acquaintances for job contacts and as information sources, the use of a peer networking technique such as RAP may be an effective vehicle for recruiting members of the target population.

#### Direct Mail Marketing

Direct mail marketing is a relatively inexpensive technique that has been used successfully to reach individuals in specific market segments. Presently, CRUITCOM buys national mailing lists from a variety of sources that focus on high school students. Also, individual recruiters obtain lists of students and graduating seniors directly from local high schools. Since these lists are not directed at older individuals, direct mail procedures targeted to this audience need to be developed. Briefings of command personnel at NRDs San Francisco and Seattle indicated their interest in participating in a test of direct mail marketing. Such a strategy requires that alternative mailing lists be identified and that materials targeted to the needs and interests of the target group be developed.

#### Identification of Alternative Mailing Lists

The availability of mailing lists was explored with a variety of sources. Preliminary contact with several religious organizations indicated that mailing lists of their members are not available, either because such lists do not exist or because of privacy considerations. Some organizations such as the YMCA and the American Association of Community and Junior Colleges also were not able to provide lists. Telephone contacts indicated that the National 4-H Council can provide mailing lists of its membership. However, because this group was not represented in the focus group sessions, appeals that would be effective with them were not determined.

The Departments of Motor Vehicles in California and Washington were contacted to find out if lists of driver licensees could be obtained for Navy recruiting, but neither indicated that they could cooperate in a reasonable amount of time. When the possibility of buying these lists from commercial brokers was explored, several brokers indicated that the military services had already used their lists. Also, NRD personnel indicated that lists of this kind have not been very reliable. Therefore, this option was not pursued further.

Information obtained through focus group interviews indicated that members of the target population have a strong interest in motor vehicles of all sorts--particularly motorcycles, vans, and customized cars--and that they subscribe to magazines specializing in these vehicles. Interviews with recruiters confirmed the strong interest of many prospects in cars, motorcycles, and vans. Representatives of automobile and



motorcycle magazines indicated that their subscriber lists were available and could be purchased on computer tape.

Reader demographics were then reviewed to identify those magazines with a wide appeal for car or motorcycle fans and a high proportion of readers in the 19-to-23-year-old range. Based on these criteria, one automobile magazine, Motor Trend, and three motorcycle magazines, Motorcyclist, Motocross Action, and Cycle, were selected. Although Car Craft and Hot Rod met the selection criteria, neither was considered because both had been recently used by CRUITCOM in a direct mail effort.

#### Selection of Targeted Materials

The ratings assigned by Focus Group II participants to the six letters showed that two had the strongest potential for inducing information-seeking behavior: (1) in Seattle, Letter 3, which emphasizes the Navy as a "school" providing training and experience and (2) in San Francisco, Letter 6, which emphasizes world crises, America's weakening defense, and the individual taking of responsibility. However, analyses of participants' verbal evaluations showed somewhat different results. In Seattle, the majority of participants verbally selected Letter 5 as the best, not Letter 3. In San Francisco, Letter 6 was cited as best, both verbally and on the evaluation forms. Review of the focus group transcripts, however, revealed that participants in Seattle were asked to name the letter they found most appealing, while those in San Francisco were asked to name the letter that would most make them want to find out more about the Navy. Given this inconsistency in directions for the verbal evaluations, it was decided to select letters on the basis of the the written responses. Consequently, Letters 3 and 6 were considered to have the greatest appeal to members of the target population.

#### Modifications to Local Advertising Programs

The local advertising programs operated by the two NRDs focus on producing telephone leads in the district. Both programs use blind and open advertisements in daily newspapers, and they operate under a limited budget, as well as administrative constraints, such as restrictions to 3-to-5 line newspaper advertisements and no radio advertising.

It would be possible to support NRD efforts by using the focus group and copy testing results to advance the state of the art in local advertising. Participants indicated, for example, that some Navy advertising is unappealing because "anyone" is asked to apply. Participants also said that they make little use of employment advertising in general and have little confidence in advertisements that they see in the newspaper.

It would be difficult, however, to develop, within the constraints of an R&D test, a local advertising strategy that focuses on a specific target population such as one defined in terms of age characteristics. Any advertising strategy developed for testing would have to operate within current constraints on local advertising programs such as the limitations on size and placement of advertisements. It would also be difficult to control the distribution of the advertising material, since city newspapers are distributed across an NRD. Also, local advertising is considered to be a valuable resource by the NRDs; testing the effectiveness of an advertising strategy in attracting an older age group would divert limited NRD resources from the usual advertising efforts. Finally, differences between NRDs in the effectiveness of lead follow-ups could lead to failure for the test, even if the advertising strategy was successful.

### CETA/Employment Service Referrals

CETA is designed to provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons to enable them to secure self-sustaining, unsubsidized employment. CETA programs are operated in over 1,000 communities by local governments designated as "prime sponsors." The CETA concept is based on decentralizing the decision-making authority from the federal government to states and local jurisdictions. Prime sponsors assess local needs and develop programs to meet these needs by a mix of services, such as classroom instruction, on-the-job training, work experience, public service employment, counseling, testing, job development, child care, and other support. Prime sponsors can arrange to provide these services directly or through contracts or subgrants with other agencies or organizations.

The Employment Service is a federal-state structure for providing assistance to individuals seeking employment and to employers looking for workers. The role of the Employment Service is to provide a labor exchange to match the skills of job seekers with the needs of employers' unfilled jobs. Employment Service activities are carried out through a network of approximately 2,900 local offices operated by individual state agencies. Although the United States Employment Service of the Department of Labor provides funding and general operating guidelines, the individual state agencies control the operation of Employment Service activities in their respective jurisdictions.

Initial contacts with CETA and Employment Service programs were promising. However, further examination of the potential relationship between these programs and Navy recruiting indicated that a marketing strategy built on this relationship had little potential for success. Interviews with local program officials indicated that Employment Service and CETA clients can be expected to be predisposed to civilian jobs. A large number of CETA programs exclude high school graduates and/or persons 19 years or older. Discussions with CETA officials indicated a greater than average "antimilitary" bias among participants and staff, which, to some extent, can be attributed to a carryover of attitudes of many individuals initially active in the development of antipoverty programs. Military placement of program participants is considered a "positive placement" for CETA, but not for the Employment Service system. Thus, there is no incentive for these counselors to recommend a military placement to their clients. Furthermore, Employment Service counselors may tend to suggest the military services only to those clients who have the poorest chance for placement in civilian jobs, due to limited education and prior experience, so that the counselors' positive placement credits are not jeopardized. These "low-quality" persons tend to be poor prospects for Navy recruitment.

Arrangements with CETA and Employment Service systems would have to be worked out at the local level. Discussions with state Employment Service officials and recruiters, however, indicated that local cooperative arrangements established in the past have generally been unsuccessful. The number of accessions to be gained from these arrangements was negligible, primarily because of the high percentage of unqualified (for military service) participants in both CETA and Employment Service programs.

### Junior College/Vocational School Referrals

Although recruiter interviews indicated that students enrolled in junior colleges and vocational schools are often considered to be prime candidates for Navy service, using referrals from these institutions was not considered to be a promising strategy. Dropouts from vocational school may be poor prospects for Navy recruitment since they did not finish their course of study and so may be less likely to complete Navy training. Those

who graduate from vocational schools, on the other hand, can generally get high paying jobs, particularly in the Seattle area, and so may not be interested in enlisting. Also, lists of students or ex-students are not available from a centralized source and must be negotiated by recruiters on a school-by-school basis. Recruiters felt that junior colleges consider the Navy as competition, because the military draws away their paying students. Most schools are unwilling to provide student lists because of either confidentiality considerations or the extra work required.

#### Union Apprentices Program Referrals

The possibility of using union apprentices programs as sources of recruits was found to be problematic largely because of the lack of cooperation of the unions. Instead of viewing the Navy as an alternative way of training future union members, unions tend to view the military as competition. In fact, unions in some states, particularly in areas of high unemployment, refuse to accept military-trained people because they believe that veterans would receive priority over senior union members in decisions regarding job security. The older, better established unions (i.e., those affiliated with the AFL-CIO) tend to be even more antagonistic toward military training than are newer unions; none were supportive of any cooperative arrangements with the military.

There is a great deal of "command authority" in unions at the local level. Therefore, even if cooperative agreements were made at the national level, they may not be implemented at the local level. Many recruiters indicated that they had attempted to work out a cooperative arrangement with union programs, but had encountered an overwhelming lack of support at the local level. The greatest amount of cooperation cited was placement of "take-one" racks in the union office.

#### Corporate Referrals

The feasibility of using corporate referrals was of interest to command personnel at NRD Seattle where efforts had been made to obtain lists of applicants from the Boeing Corporation. Although this marketing strategy was found to have some limited potential, it was not considered to be promising for development and testing. A large corporation such as Boeing might be a good source of prospects since it frequently rejects a large number of higher quality applicants. However, individual recruiters are not in a position to deal with the appropriate corporate management level to negotiate a cooperative agreement for providing access to this pool of applicants. The development of a successful system of corporate referrals would require the participation of command-level recruiting personnel. Given the amount of effort required to work out such a system, this strategy was considered to be outside the scope of the present effort.

#### Job Corps Referrals

Although there was, in the past, an agreement between the Navy and Labor Departments to provide reading skills training at Job Corps centers to Navy recruits, an arrangement for mutual training and recruiting activities did not exist in June 1980. The Job Corps was considered to have little potential as a marketing strategy for further development for the same reasons that CETA and Employment Service programs were not considered promising.

## CONCLUSIONS

1. Two marketing strategies have the greatest potential for attracting and recruiting target group members and are capable of being tested: peer networking by expanding RAP and direct mail marketing using specialized mailing lists and materials directed towards the interests of the 19-to-23-year-old market.

2. Referrals from CETA and Employment Service programs, junior colleges, vocational schools, union apprentice programs, and the Job Corps are rejected as less promising strategies.

3. Modifications to local advertising programs and corporate referrals are not feasible for field testing.

## RECOMMENDATIONS

Peer networking and direct mail marketing strategies should be tested and evaluated to determine their effectiveness in attracting and enlisting somewhat older prospects in the Navy.

The following aspects of RAP should be manipulated in a test of the strategy's effectiveness as a peer networking technique:

1. RAP participants should have characteristics similar to those of the target group to test the peer networking aspects of RAP. Therefore, for the test, RAP participants should be drawn from the 19-to-23-year-old age group. This means that, for the period of the test, the maximum age for RAP participants would have to be extended to 23 to include the older target population.

2. During the test, the current RAP should be expanded to include fleet-input enlisted personnel. These participants should be drawn from individuals recommended for HARP as well as those recommended for RAP duty by both their recruiters and their commanding officers. As with regular RAP participants, fleet-input RAP personnel should have the characteristics of the target group to test their peer networking effectiveness. Also, the length of HARP duty for fleet-input project participants should be extended to 30 days, and procedures should be developed for identifying potential fleet personnel with target group characteristics and for obtaining the recommendation of their commanding officer for RAP duty.

3. To facilitate the use of RAP personnel during the test, recruiters should be trained in RAP selection, management, and utilization. This training should focus on activities that somewhat older RAP personnel can conduct; for example, they are likely to have job experience and work contacts that could be of value to recruiters.

4. Recruiting resources should be increased by providing selected recruiting stations with three or four RAP participants--both regular RAP and fleet-input personnel--during the 6-month test period. These individuals should be in addition to those provided through the CRUITCOM program and should be paid for by the current effort. Prior to the field test, arrangements would need to be made with CRUITCOM, the Naval Military Personnel Command (NMPC), and the Enlisted Personnel Management Center (EPMAC) to have specifically designated enlisted personnel assigned to selected recruiting stations for modified RAP duty. Briefings of command personnel at NRDs San Francisco

and Seattle indicated their support for participating in the test; however, administrative procedures would need to be worked out for operating the modified program within the NRDs.

To test the effectiveness of a direct mail marketing strategy, targeted messages should be distributed as letters to subscribers of selected automobile and motorcycle magazines through mass mailings. These mailings should be sent to subscribers in the zip code areas surrounding selected recruiting stations in the NRDs. Because the magazine mailing lists can be broken down by zip code but not by age of their readers, a large number of people not in the target population would receive letters. Interested individuals would return prepaid reply cards to a west coast post office box where they would be screened for enlistment age eligibility and then sent to the appropriate recruiting station for follow-up. Recruiters would be encouraged to follow up leads within 1 week of receipt, to minimize the time lag between the reply by respondents and the contact by the recruiter. Approval of the direct mail letters must be obtained from both NRDs and CRUITCOM prior to the test. Also, copies of the letters must be sent to magazine publishers when requests are made to purchase mailing lists.

**APPENDIX A**  
**MATERIALS USED IN INTERVIEWS WITH**  
**NRD AND RAP PERSONNEL**

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## RECRUITER INTERVIEW GUIDE

INTRODUCTION: Brief on project.

\_\_\_\_\_ RINC      \_\_\_\_\_ RECRUITER

### I. Background

What is your rating?  
How long in the Navy?  
How long a recruiter?  
How long at this station?  
How much more time as a recruiter?

### II. Duties

I'd like to talk a little about how you spend your time as a recruiter:

- a. What proportion of your time is spent in the office?
- b. Given the time spent in the office, what proportion is spent on actual prospecting vs. office work, recordkeeping, etc.?
- c. What do you do in the office when you are not prospecting?
- d. When you are out of the office, what proportion of time is spent prospecting?
- e. What kinds of other things do you do when you are out of the office and not prospecting?
- f. Are there things you do when you are off duty that aids in your recruiting? (e.g., college, service organizations, etc.)

### III. Prospecting

1. What are the major ways you use to try and make contact with potential recruits?
2. Do you do cold calling?
  - a. Where do you get the names and numbers?
  - b. How long do you keep these lists active?
  - c. How do you follow up your calls?
  - d. Approximately how much cold calling do you do?
  - e. Number of calls per week?
  - f. Amount of time on the phone per week?

- g. Is cold calling a good way to prospect potential recruits? Why?
- h. How do you keep count of phone calls for Tab G reports?
- 3. Do you use mailouts?
  - a. Where do you get the names and addresses?
  - b. Have you considered obtaining other mailing lists?
  - c. What kind of response do you get to mailouts?
  - d. How do you follow up responses?
  - e. How many letters do you send out in a month?
  - f. Are mailouts a good way to prospect potential recruits? Why?
- 4. How many leads do you get from the district as a result of local advertising?
  - a. How do the leads come into the station? Telephoned to RINC? To recruiters? Mailed?
  - b. How are they distributed within this station?
  - c. How good are these leads? Do they pay off?
  - d. Do you follow up all these leads? What do you do? Why?
  - e. Does the district check to see if you follow up leads that it sends to you?
  - f. How much time do you spend each week following up leads to local ads?
  - g. How worthwhile do you think this activity is?
  - h. How do you keep count of this activity for your Tab Gs?
  - i. What kinds of people respond to local advertising?
- 5. What different ways do you use to make personally-developed contacts?
  - a. What contacts do you have in the community?
  - b. What centers of influence do you work?
  - c. Have you ever tried to reach young people through:
    - State Employment service?
    - CETA?
    - Junior Colleges?



- Vocational Schools?
- Unions or apprenticeship programs?
- What others? (church, community organizations, etc.)

PROBE FOR a THROUGH c:

- Types of people reached?
- How successful was the contact?
- What were problems?
- If never used, why not?

6. We realize that requirements for filling out tabs or reports are considered a problem by some recruiters. Do you think that the information reported on Tab Gs accurately reflects recruiter activity? In what ways is it not accurate?

7. Who gets recorded on your applicant log (Tab H)?

- a. How long do you keep your applicant logs?
- b. Do you think there are any pieces of information on the applicant log which might not be recorded accurately?
- c. Do recruiters usually put everyone on the applicant log who could be considered an applicant? Why not?

8. We are interested in marketing strategies to reach an older high quality age group--that is, 19-to-23-year-old, unmarried males who are high school graduates, many of whom are minorities.

- a. Are you now trying to reach this group? How?
- b. Can you think of any strategies or appeals that would reach them? (Go through community organizations, selective media, etc.)
- c. What do you think these people are looking for in a job?
- d. What do you think there is about the Navy which might attract them?
- e. Why do you think so few of this group are coming into the Navy?
- f. Could you give me names of any community organizations in this area for Blacks? Hispanics? Asians? Indians?

9. What are your station's goals at this time?

- a. What are your individual goals?
- b. How do these goals affect your work? Give examples.

10. How do you deal with a prospect who does not appear to be school qualified?  
How do you sell him on the Navy?

11. How do you sell a school-qualified prospect on joining the Navy?

12. Are there any problems or difficulties in your job that could be solved by more Navy resources? Different policies?

13. What kinds of marketing information would you find useful?

## ZONE SUPERVISOR INTERVIEW GUIDE

### INTRODUCTION: Brief on project.

1. What kinds of things do you do on a typical day in your role as zone supervisor?
2. a. What proportion of your time is spent traveling to recruiting stations in your zone?  
b. How frequently do you go to each station?  
c. Do you bring your recruiters together for meetings? Where are they held? How frequently? Who goes to them (RINCs, canvassers)?
3. a. What specific marketing activities do you personally engage in in this zone? (GET LIST OF ACTIVITIES AND IDEA OF WHAT THEY DO)  
b. What role do you play in following up local ads? National ads?  
c. Why do you think recruiters do or do not follow up on local ads?  
d. What kinds of mailings do you or your recruiters use?
4. a. What kinds of training do you give recruiters?  
b. What specific skills or techniques do you feel are especially important for your recruiters to develop?
5. a. What are the keys which determine whether a station in your zone is successful or not (techniques, situational factors, or both)?  
b. What are the keys which determine whether a recruiter in your zone is successful or not?
6. a. How do you monitor and evaluate your stations?  
b. What records do you keep to be able to do this?  
c. What data do you look for in tabs you get from the station?  
d. What do you feel are good data to be gotten from these tabs? Bad data?  
e. How accurate are these tabs? Why?  
f. What kinds of personal records do you keep, if any, outside of the tabs?
7. When a station is not meeting its goal, how do you approach the problem (e.g., NRS Improvement Plan, etc.)? (GET A NOTION OF THE PROCESS)
8. We are interested in marketing strategies to reach an older, high-quality group--that is, 19-to-23-year-old, unmarried males who are high school graduates, many of whom are minorities.

- a. Are you now trying to reach this group? How?
- b. Can you think of any strategies or appeals that could be used to reach them?  
(Go through community organizations, selective media, etc.)
- c. What do you think these people are looking for in a job?
- d. What do you think there is about the Navy which might attract them?
- e. Why do you think so few of this group are coming into the Navy?
- f. Have you or any of your recruiters ever tried to reach young people through:

- State employment service?
- CETA?
- Jr. colleges?
- Vocational schools?
- Unions or apprenticeship programs?
- Mailing lists?
- What others?

PROBE FOR EACH:

- Type of people reached?
- How successful was the contact?
- What were problems?
- If never used, why not?

g. Could you give me names of any community organizations in this area for Blacks? Hispanics? Asians? Indians?

9. Are there any problems or difficulties in your job that could be solved by more Navy resources? By different policies?

10. What kinds of marketing information would you find useful that you are not currently receiving?

## RAP PARTICIPANT INTERVIEW GUIDE

### INTRODUCTION: Brief on Project

#### I. Background

- a. Age
- b. Education
- c. Dependents
- d. Race
1. How long have you been in the Navy?
2. Have you attended "A" School? Which one?
3. How long have you been a RAP at this Recruiting Station?
4. Is the Recruiter who enlisted you still working at this Station?
5. a. Why did you want to become a RAP? What are the advantages?  
b. Are there any disadvantages?
6. a. How was RAP presented to you by your recruiter when he nominated you?  
What did you expect that it would be like?  
b. Is there any way he could have presented it to make it more appealing?
7. a. Have you gotten any type of training or orientation since you've been at this station to help you in your RAP duties? Please describe it.  
b. Was it helpful? How was it not helpful?  
c. What could they have trained you to do that would have prepared you better for RAP duty?
8. a. Do you know what is expected of you, such as number of accessions, while you are here?  
b. What kinds of rewards are there that make you want to do a good job here?  
c. Would anything happen to you if you didn't do a good job?
9. a. How do you feel you are doing in this duty?  
b. What are the key things that lead to success in this job?
10. How familiar are you with this hometown area? PROBE:

HOW MANY YEARS DID YOU LIVE HERE?

WHAT RELATIVES DO YOU HAVE HERE?

ARE YOUR FRIENDS STILL HERE?

WHAT ARE THE GUYS YOU KNOW DOING NOW: SCHOOL/WORK/UN-EMPLOYED?

WHAT KINDS OF THINGS DO THEY ENJOY DOING: ORGANIZED ACTIVITIES, MOTOR HOBBIES, ETC?

WHAT IS THEIR LIVING SITUATION? (HOUSEHOLD/MARITAL STATUS: ARE THEY LIVING AT HOME, ON THEIR OWN, OR MARRIED?)

DO YOU HAVE ANY TIES WITH ANY RELIGIOUS, SOCIAL, SERVICE, OR COMMUNITY ORGANIZATIONS?

11. Could you describe the things you do on a typical day?
  - a. First, how much of your time is spent in the office?
  - b. What do you do in the office?
  - c. What do you do when you are out of the office?
12.
  - a. Have you been responsible for bringing in any new recruits yet? How many?
  - b. What did you do to get him/her/them into the Navy?
13.
  - a. What (other) techniques have you used to get people interested in the Navy?
  - b. How good do you think each of these techniques is?
14.
  - a. What kinds of things have you told people to get them interested in the Navy?
  - b. We are interested in recruiting men 19-23, who are single, high school grads--what types of things about the Navy do you think would appeal to them?
  - c. Do you think they should be recruited differently than young people?
15. How closely do you work with the recruiters at this station?

## RAP SUPERVISOR INTERVIEW GUIDE

### I. Background

- a. How long have you been a recruiter?
- b. How many RAP personnel have you worked with? What were their ages?
- c. When did you work with them?
- d. How many people did each of them help recruit?

### II. Selection

1. Why did you decide to request a RAP? What did you hope to achieve?
2. How do you go about getting RAP personnel? What is the process, from the beginning?
3. What do you look for in selecting someone you think will be a good RAP?  
(PROBE AND FOCUS ON ALREADY SELECTED:)

APPEARANCE

MANNER/PERSONALITY

CONTACTS WITH CENTERS OF INFLUENCE

WELL KNOWN IN COMMUNITY

LARGE NUMBER OF FRIENDS

INDICATIONS OF LEADERSHIP

SALESMANSHIP SKILLS

4. a. How do you go about identifying each of these qualities in the recruit?  
(ILLUSTRATE)
- b. Is it easy to make a mistake about someone on any of these qualities? Why?  
How can you prevent these mistakes? (EXAMPLES).
- c. Is it likely that, if a recruit has all these qualities, he will make an effective RAP? Why or why not? What is the deciding factor? (EXAMPLES).
5. Have you ever had a bad experience with a RAP? What happened? How was it resolved?
6. Have you ever had an extremely good RAP? What made him so effective?
7. a. Have you ever had a case or heard of a case where you identified someone as a good candidate for RAP who did not want to do it?

- b. Why didn't they want to do it?
  - c. What are the pros and cons on the part of the recruit to becoming a RAP?
  - d. How do you sell them on RAP, or isn't it a good idea to try and sell them on it?
8. a. Have you received any guidance or training on how to use RAP personnel effectively? Who/where?
- b. What were you told?
  - c. How useful was the information?
  - d. What would be more useful?
9. a. Do you prepare your RAPs in anyway when they arrive at this station before they start performing their duties?
- b. Please describe the orientation or training they are given.
  - c. How did you prepare yourself to work with them? What kinds of planning do you do before they appear?
10. Could you describe the things your RAP personnel do on a typical day?
- a. First, what proportion of their time is spent in the office?
  - b. What do they do when they are in the office?
  - c. What do they do when they are out of the office?
  - d. Have any of them been out of school for a couple of years? What did they do that was different from what younger RAP do?
11. a. How do you monitor RAP personnel?
- b. How much contact do you have with them day-to-day?
12. a. What is "in it" for a RAP to do well on the job?
- b. How does performance affect his service record?
  - c. Is there anything else that could be used to motivate them?
13. Do you use different types of RAP personnel in different ways? For example, those with different personalities, with different backgrounds, with different ratings, of different ages?
14. a. What kinds of techniques have proven to be most effective for use by RAP personnel?
- b. Could any RAP use these techniques successfully? (PROBE DIFFERENT TYPE OF RAPs, URBAN-RURAL DIFFERENCES, ETC.)



- c. Why are these techniques successful?
- 15. a. What problems might you see if you used older RAP personnel, 19-23? Would they not be able to use some of the successful techniques you mentioned?
  - b. What do you think the older RAP personnel could do to be most effective?
- 16. a. What are the problems with the RAP program?
  - b. How can these problems be resolved?
- 17. a. Some recruiters do not want to use RAP personnel or do not use them for their intended purpose. Why do you think this is?
  - b. Can you think of any ways that their resistance to use RAP personnel could be overcome?

**APPENDIX B**  
**MATERIALS USED IN FOCUS GROUP INTERVIEWS**

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## FOCUS GROUP I

### Interview Guide

Hello, my name is \_\_\_\_\_. I work for Westat, a private research firm in Rockville, Maryland. We are conducting research on how young people look at their lifestyles and their work. In particular, we are concerned with how people in your age group look at the military services.

To carry out our research, we are holding a number of group sessions around the country to obtain input from young people like yourselves. In some ways, this is like an informal opinion survey, except that we do not have fixed questions to ask. What we want to do is to hold a frank and open discussion of the issues. Thus, your opinion in these matters is what is important to us.

I want to point out that the opinions you express here will be held in the strictest confidence and cannot be linked directly to you. While we are concerned with your attitudes toward the military services, we work for an independent research organization and are not engaged in recruiting.

Are there any questions before we begin?

## I. Warm-up and Background

1. How do you spend your time? What kinds of activities are important to you?
2. Where do you see yourself headed over the next couple of years?  
--What do you want out of life?
3. How do you feel about where you are (what you are doing) right now?  
--Is there anything that happened recently that makes you feel that way?
4. How will you get where you want to be? How difficult will it be to get there?  
--What kind of plans do you have for the future?  
--What are you doing to get there from here?
5. What kinds of things do you do with your spare time? (media, sports, etc.) When it comes to spare time, what is important to you?
6. Are you doing anything to make money right now? What?
7. Which is more important to you, your work or your spare time? Why do you feel that way?

## II. Change of Pace--Focus on Job-Seeking

1. How do you go about finding a good job? Who do you talk to? What would you do?
2. What kinds of things do you look for in a "good job?" Why are these things important?
3. How good are the following ways of finding a job?
  - a. Want ads in daily city papers.
  - b. Ads in local weekly newspapers.
  - c. CETA.
  - d. Local employment service offices.
  - e. Employment agencies.
  - f. Others?
4. If an employer had a job opening for a person with your background, how could he or she let you know about it? For example, what kinds of things do you read?

### SHOW BLIND ADS

5. Would you respond to this ad?
6. What do you like about this ad?
7. What don't you like about this ad?

### III. Military Services

1. What do you think about the military services? What comes to mind? Where did you get your information? Which do you feel is the best service? Why?

2. What comes to mind when you think of the Navy?

--Where did you get your information?

3. What is the most attractive or appealing thing about the Navy? What is the most undesirable aspect of the Navy as far as you are concerned?

3. What is the most attractive or appealing thing about the Navy? What is the most undesirable aspect of the Navy as far as you are concerned?

4. What would make the Navy more attractive?

5. How would you compare living and working in the Navy with what you are doing now?

--How is what you are doing now better?

--How would being in the Navy be better?

--(Probe sources of resistances to enlistment.)

6. What types of people join the Navy? Why do you think they join? How would you compare yourself with people who are now in the Navy? (Probe differences and similarities.)

#### SHOW NAVY ADS

7. Would you respond to this ad?

8. What do you like about this ad?

9. What don't you like about this ad?

Navy Advertisements

MECHANIC TRAINEES

HANDS ON TRAINING,  
NO EXPERIENCE RE-  
QUIRED, AGE 17-25,  
CALL MON-WED, 9:00  
A.M.-5:00 P.M.,  
881-5310

MECHANIC TRAINEES

TRAIN WITH ADVANCED  
NAVY EQUIPMENT, NO  
EXPERIENCE REQUIRED,  
AGE 17-25, CALL NAVY,  
MON-WED, 9:00 A.M.-  
5:00 P.M.,  
881-5310

ELECTRONIC TRAINEES

LEARN ELECTRONIC  
MAINTENANCE ON STATE  
OF ART CIRCUITRY,  
RADIO EQUIPMENT, ELEC-  
TRIC MOTORS. HIGH  
SCHOOL GRADUATE, AGE  
17-25. BENEFITS IN-  
CLUDE 30 DAYS PAID  
VACATION, FREE MEDI-  
CAL BENEFITS, REGULAR  
RAISES AND PROMOTIONS  
AND EXCELLENT JOB  
SECURITY. CALL MON-  
WED, 9:00 A.M.-5:00 P.M.  
881-5310

ELECTRONIC TRAINEES

LEARN ELECTRONIC  
MAINTENANCE ON STATE  
OF ART NAVY CIRCUITRY  
AND PROPULSION EQUIP-  
MENT. HIGH SCHOOL  
GRADUATE, AGE 17-25.  
BENEFITS INCLUDE 30  
DAYS PAID VACATION,  
FREE MEDICAL AND  
DENTAL, REGULAR RAISES  
AND PROMOTIONS AND  
JOB SECURITY. CALL  
NAVY, MON-WED, 9:00  
A.M.-5:00 P.M.  
881-5310

## FOCUS GROUP II

### Interview Guide

1. Let's start by finding out where you are living now, with your parents or on your own? (FOR THOSE WITH PARENTS): Did you ever live on your own?
2. Are each of you working at this time? What types of things do you do?
3. What got you into that job? (PROBE WHETHER IT WAS WHAT THEY WANTED OR JUST A JOB, WHERE HEARD ABOUT, WHAT QUALIFIED THEM, ETC.).
4. Do you see yourself doing the same type of thing in a couple of years, or something else? Why not? What will you be doing?
5. What types of things do you do in your spare time? (For example, bike-riding, reading, camping, etc.)
6. Do you have subscriptions to any magazines or newspapers? What are they? What magazines do you read?
7. When it comes to what you do in your spare time, what is important to you about it? For example, someone who likes to sky-dive might do it because it gives him excitement or to offset a boring job.
8. When you need information about things which concern your future, whom do you ask?
9. Suppose you lost your job now and had to find another one. How would you go about finding another one? What would you do? Who would you talk to? (PROBE EXTENSIVELY ON USE OF CONTACTS).
10. What kinds of things do you look for in a "good job?" Why are these things important?
11. How long would you expect to stay on a good job--your whole life, 10 years, 6 months, or what?
12. If someone offered you a good job in another city, would you take it or is it really important that you stay in this area?
13. What if a company offered you a good job, but they couldn't tell you where it would be? Would you take it?
14. Are there any jobs or companies you would never consider? Why not?
15. Do you see yourselves living with someone or getting married in the next couple years? How would that affect your career plans for the future?
16. What would be out of bounds for you in a job if you got married or lived with someone?

### SHIFT GEARS

17. Have you ever thought about joining the Navy?
18. What do you think it would be like as a place to work? How does it compare with the other military services?
19. What types of people do you think join the Navy? Why do you think they join? How would you compare yourselves with people who are now in the Navy? (PROBE AGE, DIFFERENCES, AND SIMILARITIES).
20. Where have you gotten your information about the Navy? Have any of your friends been in the Navy? (PROBE WHAT DID THEY SAY).
21. What were some worthwhile things you could get by being in the Navy? (PROBE TRAINING, ADVENTURE, TRAVEL, FRIENDS, GETTING AWAY FROM HOME, MONEY FOR SCHOOL).
22. What could the Navy offer that would make you want to enlist?
23. What change in your current circumstances would lead you to consider enlisting?
24. Have you ever gotten any letters or other materials from the Navy? How many? Did you read it? What do you remember about it? What did you think of it?

### SHOW COPY

25. Here are six letters that describe some of the benefits of joining the Navy. Please read each letter and then rate it on the dimensions listed on this evaluation form.
26. After evaluations are completed, please indicate:
  - a. Which letter would make you want to find out more about the Navy? Why?
  - b. Which letter was most appealing? Why?



C-O-P-Y

LETTER 1

June 30, 1980

Dear Friend,

Is your talent being wasted in your present position? Are your chances for success limited? Do you need experience to get the job you want? If so, then listen to this.

Whatever your particular aptitude, there is a skill for you to learn and use in the Navy . . . from aircraft maintenance and construction to nuclear power and advanced electronics. And the experience you gain will be yours to use--not only in the Navy but throughout your life.

To find out more, send for our free 33-page booklet, "The Navy Adventure," which tells the whole story. To get your copy, simply fill in the reply card and drop the card in the mail today.

You will earn a good Navy salary from the first day and get pay raises, promotions, and early responsibility as your skill grows.

In addition, the Navy will give you a chance to see exciting U.S. cities like New York, San Francisco, or Honolulu . . . or visit the Orient, Europe, or the South Seas with 30 days paid vacation a year.

So don't delay! Just send in the postpaid reply card and we'll send you a copy of "The Navy Adventure." There is no obligation, of course.

/S/

J. D. Summerfield  
Captain, U.S. Navy

C-O-P-Y  
LETTER 2

June 30, 1980

Dear Friend,

The Navy is more than just a job. . .

It's radar sweeping the horizon. Sonar pulsing beneath the surface. It's an adventure.

You can be part of it because the Navy has training in over 60 exciting skills. If you qualify, you can learn anything from nuclear propulsion to electronics, from diesel engine repairs to aircraft maintenance.

And the Navy offers you the Veterans Educational Assistance Program that gives you two dollars for every one you put in for advanced schooling.

At the end of your first active duty enlistment, this money will be yours for college, technical, or vocational school. It could amount to \$8,100.

Whether you like to work with your hands or your head, you'll get great benefits in the Navy. You'll travel, make a good salary, earn 30 days vacation with pay right from the start. Find out more. Contact me by filling out the enclosed prepaid card, and mailing it today.

Sincerely,

/S/

J. D. Summerfield  
Captain, U.S. Navy

C-O-P-Y  
LETTER 3

June 30, 1980

Dear Friend,

Would you be willing to invest a few years to get control over your life?

Training and experience is the answer. But where do you get it? Most companies don't hire people without experience. Even graduates of technical schools don't have experience.

There is a "school" that offers both training and experience. It's the U.S. Navy. One of the biggest users of the latest equipment and machinery in the world.

Navy training is among the best. You learn to work on equipment from the big companies. IBM. Boeing. Sperry Rand. Companies looking for experienced people. You couldn't pay for this type of learning.

But this is one "school" that pays you. Wages a lot higher than other schools. Benefits like food and housing, health care and insurance, financial aid in emergencies.

And the Navy takes care of its own. It's a place where your workmates will probably be your best friends. And your supervisors will be there to show you the ropes and make sure you're taken care of.

To learn more, send the prepaid postcard to get a free booklet, "The Navy Adventure." No obligation.

And the next time you lose out on a job, ask the guy who got it. He just may be ex-Navy.

Sincerely,

/S/

J. D. Summerfield  
Captain, U.S. Navy

C-O-P-Y  
LETTER 4

June 30, 1980

Dear Fellow Motorcyclist,

If you are in your 20s or younger, hear me out. . . I'm going to tell you something about the Navy you probably don't know.

You've heard that the Navy's an adventure. But what does that mean?

For one thing, it means the Navy could let you take your cycle on long cruises. So you could see the sparkling sights of the Mediterranean, smell the lush fragrances of the South Pacific, or hear the exotic sounds of the Orient--from the seat of your own bike.

It means working hard for an honest wage. . . learning a trade that will help you as a civilian. . . being able to see the results of a job well done at the end of each day.

And it means being with people like yourself, who work hard and play hard. Under the leadership of seasoned professionals who have been around and can show you the ropes.

If this is your kind of adventure, you'll have to move. Send in the postpaid reply card and I'll send you "The Navy Adventure," so you can find out more.

But you'd better hurry--there's a new kind of world waiting for you.

Sincerely,

/S/

Jack Summerfield  
Captain, U.S. Navy

C-O-P-Y

LETTER 5

June 30, 1980

Dear Friend,

Navy Life. . . It's not just a job. It's an adventure.

The young men and women of today's Navy respond to the same call to adventure that has brought sailors to the sea for generations.

It's an exciting challenge, one that can take you around the world and show you new places, new people, and a new life.

It takes a person with a strong desire to succeed, one who is ready to work hard and take advantage of the Navy's many opportunities.

The Navy is a good place to make good--because long ago we realized that, even with the finest ships and most sophisticated equipment, the most important thing in the Navy is people.

It was true when a sailing ship was only as good as the hand at the helm and the men at the sails. And it's true today when computers are only as good as the judgment of their operators.

This is why the Navy wants only the best, provides the best schools and teachers, and insists her people get the finest training and education for their jobs.

Obviously, you can't prove yourself until you're given a chance. And everyone who joins the Navy gets that chance. Every man and woman regardless of race, color, religion, or national origin gets a chance. Advancement is based on ability, and Navy people are encouraged to use their ability to get ahead.

The Navy doesn't take everyone who applies, however.

While there is no minimum educational requirement for a basic enlistment, an applicant has to have enough education to participate in the training program, and a high school diploma is required for certain technical programs.

This is what it takes to be part of the Navy Adventure. If it sounds like your kind of challenge, just send in the postpaid reply card to receive a copy of "The Navy Adventure." There's no obligation.

Sincerely,

/S/

J. D. Summerfield  
Captain, U.S. Navy

C-O-P-Y

LETTER 6

June 30, 1980

Dear Fellow Citizen,

You've heard the news... Iran, Afghanistan, Cuba. Maybe you've read about the shortages of people in the military. Let's face it--these are the roughest times America has seen in over 20 years.

I'm going to be frank. If you are qualified, the U.S. Navy could use your help. We have ships sitting in U.S. ports that can't sail, because guys like you are hard to find. We aren't getting enough good young men willing to enlist these days. But we can't drop our standards just to fill slots.

The Navy needs people willing to shoulder responsibility. . . dedicated people, willing to become disciplined members of crack Navy teams.

As such a person, you must be willing to learn a trade well and do it to the best of your ability. You must be the type who likes variety in his life. And who takes pride in seeing the results of his efforts at the end of a hard day's work.

Let's face it--there are people in the world who would take away the freedom we have always enjoyed. You can serve America best by helping to keep it strong. We can't let others be tempted into aggression because they think we are weak.

Return the prepaid postcard to learn more about the Navy. If you don't help out, who will?

Sincerely,

/S/

J. D. Summerfield  
Captain, U.S. Navy

### Evaluation Form for Direct Mail Letters

Instructions: Rate each letter on the following set of dimensions.

Convincing 7 : 6 : 5 : 4 : 3 : 2 : 1

Believable 7 : 6 : 5 : 4 : 3 : 2 : 1

Told me something  
new about Navy 7 : 6 : 5 : 4 : 3 : 2 : 1

Makes its point 7 : 6 : 5 : 4 : 3 : 2 : 1

Easy to read 7 : 6 : 5 : 4 : 3 : 2 : 1

Interesting 7 : 6 : 5 : 4 : 3 : 2 : 1

Pleasant 7 : 6 : 5 : 4 : 3 : 2 : 1

Said something  
important 7 : 6 : 5 : 4 : 3 : 2 : 1

Gives good image  
of Navy 7 : 6 : 5 : 4 : 3 : 2 : 1

Makes me feel better  
about Navy 7 : 6 : 5 : 4 : 3 : 2 : 1

Not convincing

Not believable

Did not tell me some-  
thing new about Navy

Didn't make its point

Not easy to read

Dull

Irritating

Didn't say anything  
important

Gives bad image of  
Navy

Makes me feel worse  
about Navy

### **DISTRIBUTION LIST**

Chief of Naval Operations (OP-115), (OP-135)

Chief of Naval Education and Training (02), (N-5)

Commander, Navy Recruiting Command (Code 223)

Commander, Navy Recruiting Area Eight

Commanding Officer, Navy Recruiting District, San Francisco

Commanding Officer, Navy Recruiting District, Seattle

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5-8